

# Art

## Form Year 4

### National curriculum

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- To learn about great artists, architects and designers in history.

### Knowledge and Skills – Year 4

#### Sticky Knowledge

- Death masks were designed to resemble the dead.
- Death masks were made by making a mould of the face.
- Death masks needed to look like the person who had died so the spirit could recognise them and go back to the body.

#### Art Skills

##### Exploring and Developing Ideas

- Explore the role and purposes of artists, crafts people and designers working in different times and cultures.
- Question and make thoughtful observations about starting points and select ideas to use in their work

##### 3D Form

- Make constructions that require cutting, bending and sticking of cardboard, paper
- Use an armature to support modelling.
- Papier mache over simple moulds.
- Explore pattern, line, texture and shape.

##### Evaluating and Deepening Work

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

### Vocabulary

Cutting  
Bending  
Papier Mache  
Mod roc  
Armature  
Template  
Set  
Construction  
Design

### Egyptian Death masks



### Learning Objective

#### Lesson 1: Investigate

**LO:** To know what Egyptian death masks were and why they were so highly decorated.

**Sticky Knowledge:** death masks were designed to resemble the dead  
Death masks were made by making a mould of the face  
Death masks needed to look like the person who had died so the spirit could recognise them and go back to the body

**Art Skills:** Explore the role and purposes of artists, crafts people and designers working in different times and cultures

### Lesson outline

What is a death mask?

Why where they used? Who for? Recap hierarchy.

Discuss key vocabulary learnt in earlier Egyptian lessons (canopic jars, preserve, mummification)

Look at a range of death masks/ materials.

Look at similarities and differences of masks. Why were they different?

Investigate a range of death masks looking at the colours, materials, symbols etc.

Give children pictures of different death masks early masks as well as famous ones.

List what they can see/ how it was designed (sticky knowledge) and who it could be for (Hierarchy lesson)

	<p>HA – wider range of pictures- independent</p> <p>SEN- supported using one of each mask (early and famous) can they see similarities and differences?</p>
<p><b>Lesson 2: Planning</b></p> <p><b>LO:</b> To design a final sculpture based on death masks</p> <p><b>Art Skills:</b> question and make thoughtful observations about starting points and select ideas to use in their work</p>	<p>Observe a range of death masks paying attention to the colours, materials, symbols etc.</p> <p>Children to decide on death mask they are going to create.</p> <p>What colours/patterns will they use? Why? How were colours used? Thinking about the lack of resources in earlier days.</p> <p>Where might they have started when making them? Where will they start? Begin to think about resources they will need and how they are going to construct their mask</p> <p>GD- Draw their own death mask, drawing symbols, colouring and labeling image</p> <p>SEN Give children outline of the death mask. Children to colour and design face using a range of resources and colours.</p>
<p><b>Lesson 3: Focus practical tasks</b></p> <p><b>LO:</b> To create an armature for modelling</p> <p><b>Art Skills:</b> Make constructions that require cutting, bending and sticking of cardboard, paper.</p>	<p>Use construction resources to make an armature to support their modelling.</p> <p>Making a Sculptural Modroc Mask (<a href="http://accessart.org.uk">accessart.org.uk</a>)</p> <p>Where could the children begin to get from start to finish?</p> <p>How will they recreate the shape of the face? Eyes, nose and mouth contours? What materials are pliable enough to support this?</p> <p>Using resources given children need to create a simple mould to use for the base to support their death mask.</p> <p>Show the children different resources to use to create this armature. Model cutting, bending and strengthening materials for the desired effect.</p> <p>How can they support the shape of the face using materials around?</p> <p>LA/SEN- More support with initial making of the armature using children's ideas on materials</p> <p>HA- Independent construction using a wider range of materials. Can they share their ideas and methods with children who may be struggling?</p>
<p><b>Lesson 4: Focus practical tasks</b></p> <p><b>LO:</b> To use an armature to model an Egyptian death mask</p> <p><b>Art Skills:</b> Use an armature to support modelling</p> <p>Papier mache over simple moulds</p>	<p>Use the armature made last lesson to papier mache/ Modroc over</p> <p>Children to decide whether they are using Modroc or papier Mache. Discuss the method needed for both products. Is one more effective than the other? Why?</p> <p>Demonstrate to the children the correct way to use Modroc/Papier Mache. Making sure they are wetting the Modroc enough but are also taking off the excess water, so it has time to dry.</p> <p>Show the children how to smooth the Modroc/Papier Mache out over the armature to create a seamless base to paint on later in the unit. Additionally, make sure that all the bubbles are covered over (more water needed) so it is easier to paint over later.</p> <p>Ask the children why this is important?</p> <p>SEN/LA - Work alongside teacher- more support/smaller groups</p>

	<p>HA- Making sure the mask is seamless and the layers are smoothed over so this can't be seen through the paint</p>	
<p><b>Lesson 5: Final piece</b></p> <p><b>LO:</b> To use modelling techniques to create a death mask</p> <p><b>Art Skills:</b> Explore pattern, line, texture and shape</p>	<p>Continuing from last lesson adding details to their masks by modelling, building and adding parts with papier Mache or Modroc and carving into their model with tools</p> <p>How can they recreate the eye sockets, nostril shapes and lip contours using the tools provided?</p> <p>Teacher to model a small area of their own mask and demonstrate correct method to use. How can they create larger areas of detail as well as smaller areas using the same tools?</p> <p>HA- more detailed masks using a wider range of tools</p> <p>LA/SEN- Support given when carving and adding detail. Teacher to demonstrate followed by child having a go.</p>	
<p><b>Lesson 6: Final piece and Evaluation</b></p> <p><b>LO:</b> To decorate and evaluate their final piece</p> <p><b>Art Skills:</b> compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</p>	<p>Decorate their final products with paint colours decided in their design. How will they recreate their design onto the mask?</p> <p>What will they use? Why? Do we have all the colours needed? Are they all the same tone/tint? How will they make these, if not?</p> <p>Where should they start/finish? Why?</p> <p>Discuss range of brushes and thicknesses. Demonstrate how to use them effectively.</p> <p>Children to paint the main part of the face first followed by the smaller detailed areas.</p> <p>How will they paint the lips, eyes and contours and highlight? Refer to previous sketching lessons</p> <p>Evaluate their mask and compare their work with the approaches of their peers.</p>	
<p>Working towards</p>	<p><b>End of unit assessment</b></p> <p>Working at Age related expectations</p>	<p>Working at a greater depth</p>

